

**Teacher Survey Report
Four-year-old Child Development Program
The Education Oversight Committee (EOC)**

The Executive Director of the South Carolina Education Oversight Committee (EOC) commissioned personnel in the Office of Program Evaluation, Department of Educational Psychology, College of Education, at the University of South Carolina to conduct statewide surveys of teachers and early childhood coordinators in state-supported, four-year-old child development programs. The purpose of the two surveys was to collect initial information about how state-funded four-year-old child development program services have been implemented across South Carolina. The teacher and early childhood coordinator surveys were developed by Office of Program Evaluation personnel during the fall of 2001. In the winter of 2002, the two surveys were field tested with childhood development teachers and early childhood coordinators in two local school districts in South Carolina. The teacher survey consisted of a combination of 31 forced-response, Likert-type, and open-ended response items and was divided into nine areas:

- (a) demographic and classroom information,
- (b) funding issues,
- (c) school facilities,
- (d) teacher opportunities for professional development,
- (e) parental involvement,
- (f) child and program evaluation,
- (g) public awareness and community involvement,
- (h) curriculum, and
- (i) dual enrollment.

In this report, we provide a summary of the child development teachers' responses. Prior to sending out teacher surveys, we contacted all early childhood coordinators or a representative in school districts to determine the number of child development teachers within each district. Teacher surveys were then sent to early childhood coordinators for distribution to the child development teachers in the district. In the spring of 2002, we sent six hundred ninety (690) surveys to the 85 school districts. Five hundred ninety-eight (598) child development teachers returned the teacher survey. Hence, the overall teacher response rate was 87%. It should be noted, however, that on some individual survey items, fewer teachers responded to particular questions.

Demographic and Classroom Information

Question 2: Teachers' total number of years of teaching experience

Table 1 shows the years of teaching experience of child development teachers. The number of years of teaching experience ranged from 0 to 43. The average number of years of teaching experience was about 13 years with a standard deviation of about 9 years. Hence, almost 68% of the child development teachers reported between 4 and 22 years of professional experience.

Table 1: *Total Number of Years of Teaching Experience*

	Number	Min.	Max.	Mean	SD ¹	Median
Years of Experience	593	0	43.00	13.39	8.93	13.00

¹SD = Standard deviation in this table and any table that follows.

Questions 3 and 4: Teachers' gender and ethnicity

Table 2 presents information about the gender and ethnicity of responding child development teachers. As indicated in the table, the teachers represented in this survey were mostly female (99%) and white (85%).

Table 2: *Demographic Characteristics*

		Number	Frequency	Percent
Gender	Female	598	591	98.8
	Male	598	7	1.2
Ethnicity	White	598	510	85.3
	African American	598	82	13.7
	Asian American	598	2	0.3
	American Indian	598	1	0.2
	Hispanic	598	1	0.2
	Other			
	Portuguese	598	1	0.2
	Black American	598	1	0.2

Question 5: Teachers' most common professional affiliations

Child development teachers indicated that they were members most often of these professional organizations **DORINDA WILL SEND APPREVIATED TABLE 3**

Question 6: Teachers' current teaching responsibility

Table 4 resents the current teaching responsibilities of the child development teachers for morning, afternoon, and full-day classes. As indicated in the table, the mean and median number of students for morning, afternoon, and full-day class was about 18 students and 20 students, respectively.

Table 4 *Current Teaching Responsibility*

Session	Number	Mean	SD	Median
Morning	285	18.11	4.46	20.00
Afternoon	267	17.48	5.18	20.00
Full-day	333	18.59	3.82	20.00

Question 7: Teachers' highest degrees

Table 5 shows the child development teachers' responses concerning their highest educational degree. As indicated in the table, all of the teachers had at least a bachelor's degree and slightly more than 48% had graduate degrees.

Table 5: *Teachers' Highest Degree*

Degree	Number	Frequency	Percent
Bachelor's degrees	597	309	51.8
Master's degrees	597	182	30.5
Master's degrees +30 hours	597	99	16.6
Education specialist's degrees	597	6	1.0
Doctoral degree	597	1	0.2

Question 8: Teachers' certification

Table 6 presents the areas in which the child development teachers who responded were certified. As indicated in the table, the majority of them were certified in early childhood education (91%).

Table 6: *Teachers' Certification*

Certification Area	Number	Frequency	Percent
Early childhood education	598	542	90.6
Elementary education	598	280	46.8
Early childhood education (add on)	598	27	4.5
National board certification	598	15	2.5
Secondary education	598	13	2.2
Not certified	598	1	0.2
Other	598	87	14.5

Question 9: Teacher assistants' or paraprofessionals' highest degree and certification

Table 7 shows the frequency of the responses given by child development teachers about their teacher assistants' highest degree and certification. About 64% of the child development teachers indicated their teacher assistants had high school diplomas or equivalents. Slightly more than 27% of the teacher assistants had at least associate's degrees (i.e., associate's degrees, bachelor's degrees, child development associate, master's degree).

Table 7: *Teacher Assistants' or Paraprofessionals' Highest Degree and Certification*

Degree and Certification	Number	Frequency	Percent
High school diplomas or equivalents	590	375	63.6
Associate's degrees	590	88	14.9
Bachelor's degrees	590	53	9.0
Child development associate	590	15	2.5
Master's degree	590	4	0.7
Not certified	590	17	2.9
Certification	590	7	1.2
Other	590	41	6.9

Question 10: Are there other paid staff in your classroom for at least 10 hours per week?

Table 8 indicates that about 11% of the child development teachers reported having other paid staff in their classroom for at least 10 hours per week. Teachers reported that assistant teachers and assistants to work with children with disabilities were the most common reasons for additional paid personnel in their classrooms.

Table 8: *Other Paid Staff in Classroom*

Response	Number	Frequency	Percent
Yes	593	64	10.8
No	593	529	89.2

Funding Issues

Child development teachers were asked a series of questions concerning funding issues and their responses are delineated below.

Question 11: For the children currently enrolled in your four-year-old child development classroom, do you have sufficient funding to meet their school readiness needs?

Table 9 presents child development teachers' responses for each of the four choices about the extent to which state preschool funds were sufficient to meet their children's school readiness

needs (i.e., *completely, for the most part, to a limited degree, and not at all*). About 70% of the teachers reported they believed current state funding either completely or for the most part meets their children's school readiness needs. Slightly over 30% of the teachers noted that they thought present funding only meets their children's needs *to a limited degree or not at all*.

Table 9: *Sufficient Funding to Meet School Readiness Needs*

Response	Number	Frequency	Percent
Completely	593	79	13.3
For the most part	593	335	56.5
To a limited degree	593	150	25.3
Not at all	593	29	4.9

Question 12: If you were given additional funding, please list and prioritize as many as three program services or activities you would add to your preschool?

Child development teachers indicated that their priorities for additional funding if it became available were for (a) books and literacy materials; (b) family support activities such as parent education, family outreach, and educational materials for families; (c) resources for field trips for children; and (d) general supplies, improved facilities, and transportation.

Question 13: Do you believe you have sufficient personnel in your classroom?

Table 10 shows that 86% of the child development teachers reported that they had sufficient personnel in their classroom.

Table 10: *Sufficient Personnel in Classroom*

Response	Number	Frequency	Percent
Yes	593	508	85.7
No	593	85	14.3

School Facility

Child development teachers were asked whether or not they had adequate classroom and outdoor play facilities and equipment to meet their preschool children's basic needs.

Question 14: Do you have adequate classroom and outdoor play facilities and equipment to meet your preschool children's basic needs?

Table 11 shows about 53% of the child development teachers responded that they believed they had inadequate classroom and outdoor play facilities and equipment to meet their preschool children's basic needs.

Table 11: *Adequate Classroom and Outdoor Play Facilities and Equipment*

Response	Number	Frequency	Percent
Yes	592	277	46.8
No	592	315	53.2

Opportunities for Professional Development

Child development teachers were asked a series of questions about opportunities for professional development and their responses are delineated below.

Question 15: During this school year, please indicate the number and type of professional development activities related to Early Childhood Education in which you have participated or will participate before the end of this school year.

Table 12 presents information about professional development activities child development teachers reported for School Year 2001-2002. School and district inservice trainings were the most frequently attended or planned professional development activity by

teachers (81%). On average, these teachers either attended or will attend about 6 school and district inservice trainings. About 48% of the teachers also attended local and state sponsored workshops. Additional information about other professional development activities for School Year 2001-2002 is delineated below in Table 12.

Table 12: Types of Professional Development Activities Reported by Teachers

Activity	Number	Percent	Mean	SD	Median
School and district inservices	487	81.4	6.47	7.94	4.00
Local and state workshops	284	47.5	2.31	2.20	2.00
Formal consultation on children	200	33.4	11.02	22.92	3.00
Re-certification hours	173	28.9	6.85	11.92	3.00
Formal classroom consultation curriculum	163	27.3	3.33	3.78	2.00
College classes	154	25.8	2.12	3.52	1.00
State and national conferences	149	24.9	1.28	0.72	1.00
Release time to observe other classrooms	148	24.7	2.32	2.98	1.00
Other	64	10.7	4.58	6.11	2.00
Other	14	2.3	6.64	10.80	1.00

Question 16: How does your district or school support your attendance at professional development conferences?

Table 13 shows child development teachers' responses about how their district or school supported attendance at professional development conferences. About 79% of the teachers indicated that they were provided paid release time to attend conferences. Only about 8% of the teachers reported that they were not provided any support to attend conferences. Additional information concerning other types of district and school support for professional development is delineated below in Table 13.

Table 13: District or School Support of Attendance at Professional Development Conferences

Support	Number	Frequency	Percent
Pay release time to attend conferences	598	470	78.6
Reimbursement for conference fees	598	356	59.5
Reimbursement for travel	598	355	59.4
Reimbursement for meals	598	278	46.5
No support provided	598	50	8.4
Other	598	43	7.2

Question 17: For each topic, please check one of the three levels of interest in inservice training or technical assistance for the topics below. In addition, if you have other potential topics, please describe them under the "Other" category.

Table 14 presents child development teachers' interest in inservice training and technical assistance. The levels of interest assessed were (1) priority interest, (2) interest but not a current priority, and (3) not an interest at this time. The closer the mean score was to 1, the higher teachers' interest in a type of inservice training or technical assistance. Teachers' reported that their highest level of interest was in the following five topics (a) literacy and numeracy activities for preschoolers, (b) working with families or preschoolers, (c) developmentally appropriate practices with preschoolers, (d) positive guidance strategies, and (e) assessment of preschoolers' learning and development. Teachers' interest in inservice training and technical assistance activities is delineated below in Table 14.

Table 14: *Level of Interest in Inservice Training or Technical Assistance*

Topic Areas	Number	Mean	SD
Literacy and numeracy activities for preschoolers	588	1.20	0.44
Working with families of preschoolers	582	1.33	0.51
Developmentally appropriate practices with preschoolers	583	1.39	0.59
Positive guidance strategies	586	1.42	0.59
Assessment of preschoolers' learning and development	575	1.42	0.59
Growth and development of the preschool child	581	1.76	0.71
Strategies for working with children with disabilities	574	1.79	0.69
High Scope Curriculum	576	1.80	0.81
Creative Curriculum	560	1.94	0.75
Project Approach	558	2.23	0.69
Montessori Curriculum	564	2.36	0.70
Other	39	1.18	0.51

Parental Involvement

Child development teachers were asked five questions pertaining to parental involvement and their responses are delineated below.

Question 18: If parents or adult family members are asked to be involved in your four-year-old child development program, what type of involvement occurs?

Table 15 shows child development teachers report of the type of parental or adult family members' involvement in their child development programs. As indicated in the table, the top three reported types of adult involvement were (a) assisting on field trips (90%), (b) assisting in special events at school (84%), and (c) participating in parent education or family learning activities (68%). The least reported type of involvement was participating in Even Start Family Literacy program (9%). It should be noted, however, that the Even Start Family Literacy program was a relatively new option for adults and those activities were funded through a special allocation process and were not available in all programs at this time.

Table 15: *Type of Parent or Adult Family Member Involvement*

Type of Involvement	Number	Frequency	Percent
Assisting on field trips	598	537	89.8
Assisting in special events at school	598	501	83.8
Participating in parent education or family learning activities	598	408	68.2
Making or providing materials at school	598	356	59.5
Assisting in the classroom	598	327	54.7
Serving on school committees or advisory boards	598	298	49.8
Making or providing materials at home	598	289	48.3
Assisting by working in the school outside of classroom	598	216	36.1
Participating in Even Start Family Literacy Programs	598	52	8.7
Other	598	58	9.7

Question 19: Do you typically schedule school parent/teacher conferences for each child in your classroom? (Do not include Individualized Education Programs [IEPs]) If yes, what is the usual number of parent/teachers conferences per child per year?

Child development teachers were asked if they typically schedule school parent/teacher conferences for each child in their class. Table 16a indicates that about 92% of them indicated they schedule parent/teacher conferences for each child in their class. Table 16b shows summary information about the number of parent/teacher conferences for each child. The median number of parent/teacher conferences was 2 conferences per child per year.²

Table 16a: School Parent/Teacher Conferences

Response	Number	Frequency	Percent
Yes	596	547	91.8
No	596	49	8.2

Table 16b: Parent/Teacher Conferences Per Child Per Year

	Number	Mean	SD	Median
Parent/Teacher Conferences	523	2.60	3.01	2.00

Question 20: Do you typically have teacher home visits for each child in your classroom? If yes, what is the usual number of home visits per child per year?

Child development teachers were asked if they conducted home visits for each child in their class. About 88% of them indicated they made home visits for each child in their class (see Table 17a). As shown in Table 16b, the median number of home visits was 2 per child per year.

Table 17a: Teacher Home Visits

Response	Number	Frequency	Percent
Yes	596	527	88.4
No	596	69	11.6

Table 17b: Teacher Home Visits Per Child Per Year

	Number	Mean	SD	Median
Home Visits	520	2.40	4.22	2.00

Question 21: How many Individual Education Program (IEP) conferences for children enrolled in your class do you attend each year?

Table 18 presents summary data for the number of Individualized Education Program (IEP) conferences for children with disabilities attended by child development teachers. The median number of IEP conferences that they attended is 2.

Table 18: Number of Individualized Education Program (IEP) Conferences Attended

	Number	Mean	SD	Median
IEP	542	3.41	4.44	2.00

Question 22: Which of these methods do you use to exchange information with parents about your four-year-old child development program and the children?

Table 19 shows child development teachers' responses for each of six methods of communicating with parents. The most frequent teacher responses were (a) phone calls (97%), (b) notes sent home with children (97%), (c) newsletters (95%), and (d) PTA meetings/Open house (87%). The use of e-mail was the least frequent teacher response (18%).

² Given an occasional teacher response that was an extreme outlier (e.g., 38 conferences per child) the median is probably a more accurate reflection of the number of teacher conferences per child.

Table 19: *Methods of Information Exchange with Parents*

Methods	Number	Frequency	Percent
Phone calls	598	582	97.3
Notes sent home with children	598	582	97.3
Newsletter	598	566	94.6
PTA meetings/Open house	598	521	87.1
Parent/Teacher communication book/folder	598	345	57.7
E-mail	598	106	17.7
Other	598	166	27.8

Child and Program Evaluation

Child development teachers were asked a series of questions concerning individual child and program evaluation and their responses are delineated below.

Question 23: How do you assess individual children's progress?

Table 20 shows child development teachers' responses about how they assessed individual child progress. The majority of assessments of children's individual progress were through teacher made assessments (73%). More than half of the teachers who responded indicated that they used (a) teacher made assessments, (b) developmental or school readiness measures, (c) formal teacher observations of child, (d) portfolio assessments, and (e) written narratives or anecdotes.

Table 20: *Assessment of Children's Individual Progress*

Assessment	Number	Frequency	Percent
Teacher made assessments	598	439	73.4
Developmental or school readiness measures	598	412	68.9
Formal teacher observations of child	598	371	62.0
Portfolio assessments	598	360	60.2
Written narratives/anecdotes	598	326	54.5
Work Sampling System	598	267	44.6
Child emergent literacy and numeracy measures	598	196	32.8
Child social development or social competence measures	598	187	31.3
Other	598	110	18.4

Question 24: Do you collect and combine information for any of these individual child program measures to obtain an overall assessment of your classroom or program?

As indicated in Table 21, about 58% of the child development teachers responded they collect and combine information from these individual child program measures to obtain an overall assessment of their classroom or program.

Table 21: *Collect and Combine Information to Assess Overall Classroom or Program Progress*

Response	Number	Frequency	Percent
Yes	573	331	57.8
No	573	242	42.2

Question 25: Do you systematically assess other program components of your classroom? Please provide the names of the measures such as survey, observations, checklists, and assessments you use for each component including those developed by your program.

Table 22 presents child development teachers' responses to how they systematically assessed program components of their classrooms. As indicated in the table, they most frequently

measured parent satisfaction (62%) and teachers' or teaching assistants' performance (59%). The least frequently assessed program dimension is NAEYC recommended practices (DAP) (18%).

Table 22: *Assessment of Other Program Components in Classroom*

Program Components	Number	Frequency	Percent
Parent satisfaction	597	368	61.6
Teacher's or teaching assistant's performance	597	354	59.3
Family involvement	597	290	48.6
Measurement of whole class progress	597	282	47.2
Classroom environment	597	227	38.0
Curricular implementation	597	213	35.7
NAEYC recommended practices (DAP)	597	105	17.6
Other	597	24	4.0
Other	597	5	0.8

Public Awareness and Community Involvement

Child development teachers were asked who in the community volunteers in their child development programs.

Question 26: Who in the community volunteers in your four-year-old child development program?

Table 23 shows child development teachers' responses, and the most frequently reported community volunteers were (a) individuals who were not family members (42%), (b) business partners (30%), and (c) community organizations (29%).

Table 23: *Community Volunteers*

Volunteers	Number	Frequency	Percent
Individual's who are not family members	597	251	42.0
Business partners	597	178	29.8
Community organizations	597	172	28.8
Religious organizations	597	45	7.5
Other	597	148	24.8

Curriculum

Child development teachers were asked a series of questions concerning curriculum and their responses are delineated below.

Question 27: What four-year-old child development curriculum do you currently implement in your classroom?

Table 24 presents information about the curriculum child development teachers' implemented within their preschool classes. Forty-three percent (43%) of the teachers reported using the High Scope Curriculum. Another 38% of the teachers noted they used a combination of curricula. The most commonly used curriculum combination was the High Scope Curriculum. The High Scope Curriculum was frequently employed with either the Creative Curriculum and the Project Approach.

Table 24: Curriculum Currently Being Implemented

Curriculum	Number	Frequency	Percent
High Scope Curriculum	591	251	42.5
Combination	591	224	37.9
Creative Curriculum	591	24	4.1
Montessori	591	17	2.9
Project Approach	591	3	0.5
Other	591	72	12.2

Question 28: Have you had formal workshop or inservice training in these curricula?

Table 25 indicates about 76% of the child development teachers participated in formal workshops or inservice training in the High Scope Curriculum. Information about other types of training attended by teachers is delineated below in Table 25.

Table 25: Formal Workshop or Inservice Training in a Curriculum

Curriculum	Number	Frequency	Percent
High Scope	598	453	75.8
Project Approach	598	117	19.6
Creative Curriculum	598	109	18.2
Montessori	598	66	11.0
Other	598	94	15.7

Question 27: Of the children enrolled in your classroom, how many also attend any of the following programs?**Dual Enrollment**

Child development teachers were asked a question about educational and child care services children received in addition to their students' child development program. We estimated that about 3,000 preschoolers received services in either center-based child care, licensed family day care, or another formal preschool program. In addition, slightly over 1,000 more young children receive some other type of preschool educational or child care service. Given that many families may choose to or have to depend on family members for child care, the rough estimate of 4,000 children probably represents a very conservative estimate of the need for full-day educational services.

Question 31: Of the children enrolled in your classroom, how many also attend any of the following programs?

Table 26 shows the number of teachers who reported that some of their students were also enrolled in other community-based programs (i.e., dual enrollment). Information concerning dual enrollment is delineated below in Table 26.

Table 26: Attendance of Children in Additional Programs

Program	Number	Mean	SD	Median
Center-based child care	367	5.06	4.17	4.00
Licensed family day care home	245	3.07	2.67	2.00
Another formal preschool program	98	4.21	5.16	2.00
Other	118	9.04	9.26	5.00

APPENDIX A
TABLES: DEMOGRAPHIC AND CLASSROOM INFORMATION

Table A1

Gender

Gender	Number	Frequency	Percent
Female	598	591	98.8
Male	598	7	1.2

Table A2

Ethnicity

Ethnicity	Number	Frequency	Percent
White	598	510	85.3
African American	598	82	13.7
Asian American	598	2	0.3
Other	598	2	0.3
American Indian	598	1	0.2
Hispanic	598	1	0.2

Table A3

Total Number of Years of Teaching Experience

	Number	Min.	Max.	Mean	SD	Median
Years of Experience	593	0	43	13.39	8.93	13.00

Table A4

Current Teaching Responsibility

Session	Number	Min.	Max.	Mean	SD	Median
Morning	285	4	40	18.11	4.46	20.00
Afternoon	267	1	40	17.48	5.18	20.00
Full-day	333	2	38	18.59	3.82	20.00

Table A5

Teacher's Highest Degree

Degree	Number	Frequency	Percent
Bachelor's degrees	597	309	51.8
Master's degrees	597	182	30.5
Master's degrees +30 hours	597	99	16.6
Education specialist's degrees	597	6	1.0
Doctoral degree	597	1	0.2

Demographic and Classroom Information (continued)

Table A6
Teachers' Certification

Certification Area	Number	Frequency	Percent
Early childhood education	598	542	90.6
Elementary education	598	280	46.8
Early childhood education (add on)	598	27	4.5
National board certification	598	15	2.5
Secondary education	598	13	2.2
Not certified	598	1	0.2
Other	598	87	14.5

Table A7
Teacher Assistant's or Paraprofessional Highest Degree and Certification

Degree and Certification	Number	Frequency	Percent
High school diplomas or equivalents	590	375	63.9
Associate's degrees	590	88	14.9
Bachelors' degrees	590	53	9.0
Child development associate	590	15	2.5
Not certified	590	17	2.9
Master's degree	590	4	0.7
Certification	590	7	1.2
Other	590	41	6.9

Table A8
Other Paid Staff in Classroom

Response	N	Frequency	Percent
Yes	593	64	10.8
No	593	529	89.2

APPENDIX B
TABLES: FUNDING

Table B1
Sufficient Funding to Meet School Readiness Needs

Response	Number	Frequency	Percent
Completely	593	79	13.3
For the most part	593	335	56.5
To a limited degree	593	150	25.3
Not at all	593	29	4.9

Table B2
Sufficient Personnel in Classroom

Response	Number	Frequency	Percent
Yes	593	508	85.7
No	593	85	14.3

APPENDIX C
TABLES: SCHOOL FACILITY

Table C1
Adequate Classroom and Outdoor Play Facilities and

Response	Number	Frequency	Percent
Yes	592	277	46.8
No	592	315	53.2

APPENDIX D
TABLES: OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT

Table D1
Types of Professional Development Activities

Activity	Number	Percent	Mean	SD	Median
School and district inservices	487	81.4	6.47	7.94	4.00
Local and state workshops	284	47.5	2.31	2.20	2.00
Formal consultation on children's development	200	33.4	11.02	22.92	3.00
Re-certification hours	173	28.9	6.85	11.92	3.00
Formal classroom consultation curriculum	163	27.3	3.33	3.78	2.00
College classes	154	25.8	2.12	3.52	1.00
State and national conferences	149	24.9	1.28	0.72	1.00
Release time to observe other classrooms	148	24.7	2.32	2.98	1.00
Other	64	10.7	4.58	6.11	2.00
Other	14	2.3	6.64	10.80	1.00

Opportunities for Professional Development (continued)

Table D2

District or School Support of Attendance at Professional Development Conferences

Support	Number	Frequency	Percent
Pay release time to attend conferences	598	470	78.6
Reimbursement for conference fees	598	356	59.5
Reimbursement for travel	598	355	59.4
Reimbursement for meals	598	278	46.5
No support provided	598	50	8.4
Other	598	43	7.2

Table D3

Level of Interest in Inservice Training or Technical Assistance

Topic Areas	Number	Mean	SD
Literacy and numeracy activities for preschoolers	588	1.20	0.44
Working with families of preschoolers	582	1.33	0.51
Developmentally appropriate practices with preschoolers	583	1.39	0.59
Positive guidance strategies	586	1.42	0.59
Assessment of preschoolers' learning and development	575	1.42	0.59
Growth and development of the preschool child	581	1.76	0.71
Strategies for working with children with disabilities	574	1.79	0.69
High Scope Curriculum	576	1.80	0.81
Creative Curriculum	560	1.94	0.75
Project Approach	558	2.23	0.69
Montessori Curriculum	564	2.36	0.70
Other	39	1.18	0.51

APPENDIX E
TABLES: PARENTAL INVOLVEMENT

Table E1

Type of Parent or Adult Family Member Involvement

Type of Involvement	Number	Frequency	Percent
Assisting on field trips	598	537	89.8
Assisting in special events at school	598	501	83.8
Participating in parent education or family learning activities	598	408	68.2
Making or providing materials at school	598	356	59.5
Assisting in the classroom and/or making classroom Presentations	598	327	54.7
Serving on school committees or advisory boards	598	298	49.8
Making or providing materials at home	598	289	48.3
Assisting by working in the school outside of classroom	598	216	36.1
Participating in Even Start Family Literacy Program	598	52	8.7
Other	598	58	9.7

Table E2

School Parent/Teacher Conferences

Response	Number	Frequency	Percent
Yes	596	547	91.8
No	596	49	8.2

Table E3

Parent/Teacher Conferences Per Child Per Year

	Number	Min.	Max.	Mean	SD	Median
Parent/Teacher Conferences	523	1.00	38.00	2.60	3.01	2.00

Table E4

Teacher Home Visits

Response	Number	Frequency	Percent
Yes	596	527	88.4
No	596	69	11.6

Table E5

Teacher Home Visits Per Child Per Year

	Number	Min.	Max.	Mean	SD	Median
Home Visits	520	1.00	62.00	2.40	4.22	2.00

Table E6

Number of Attended Individualized Education Program (IEP) Conferences

	Number	Min.	Max.	Mean	SD	Median
IEP	542	0	50.00	3.41	4.44	2.00

Parental Involvement (continued)

Table E7
Methods of Information Exchange with Parents

Methods	Number	Frequency	Percent
Phone calls	598	582	97.3
Notes sent home with children	598	582	97.3
Newsletter	598	566	94.6
PTA meetings/Open house	598	521	87.1
Parent/Teacher communication book/folder	598	345	57.7
E-mail	598	106	17.7
Other	598	166	27.8

APPENDIX F
TABLES: CHILD AND PROGRAM EVALUATION

Table F1
Assessment of Individual Children's Progress

Assessment	Number	Frequency	Percent
Teacher made assessments	598	439	73.4
Developmental or school readiness measures	598	412	68.9
Formal teacher observations of child	598	371	62.0
Portfolio assessments	598	360	60.2
Written narratives/anecdotes	598	326	54.5
Work Sampling System	598	267	44.6
Child emergent literacy and numeracy measures	598	196	32.8
Child social development or social competence measures	598	187	31.3
Other	598	110	18.4

Table F2
Collect and Combine Information to Obtain an Overall Assessment

Response	Number	Frequency	Percent
Yes	573	331	57.8
No	573	242	42.2

Table F3
Assessment of Other Program Components in Classroom

Program Components	Number	Frequency	Percent
Parent satisfaction	597	368	61.6
Teacher's or teaching assistant's performance	597	354	59.3
Family involvement	597	290	48.6
Measurement of whole class progress	597	282	47.2
Classroom environment	597	227	38.0
Curricular implementation	597	213	35.7
NAEYC recommended practices (DAP)	597	105	17.6
Other	597	24	4.0
Other	597	5	0.8

APPENDIX G
TABLES: PUBLIC AWARENESS AND COMMUNITY INVOLVEMENT

Table G1
Community Volunteers

Volunteers	Number	Frequency	Percent
Individual community members who are non-family members	597	251	42.0
Business partners	597	178	29.8
Community organizations	597	172	28.8
Religious organizations	597	45	7.5
Other	597	148	24.8

APPENDIX H
TABLES: CURRICULUM

Table H1
Curriculum Currently Implementing

Curriculum	Number	Frequency	Percent
High Scope Curriculum	591	251	42.5
Combination	591	224	37.9
Creative Curriculum	591	24	4.1
Montessori	591	17	2.9
Project Approach	591	3	0.5
Other	591	72	12.2

Table H2
Formal Workshop or In-service Training in Curriculum Currently Implementing

Curriculum	Number	Frequency	Percent
High Scope	598	453	75.8
Project Approach	598	117	19.6
Creative Curriculum	598	109	18.2
Montessori	598	66	11.0
Other	598	94	15.7

Table H3
Attendance of Children in Additional Programs

Program	Number	Min.	Max.	Mean	SD	Median
Center-based child care	367	1.00	34.00	5.06	4.17	4.00
Licensed family day care home	245	1.00	17.00	3.07	2.67	2.00
Another formal preschool program	98	1.00	29.00	4.21	5.16	2.00
Other	118	1.00	40.00	9.04	9.26	5.00

APPENDIX I: TEACHER SURVEY

Teacher Survey
Four-year-old Child Development Program
The Education Oversight Committee

A statewide survey of four-year-old child development teachers and coordinators was commissioned by the South Carolina Education Oversight Committee. The purpose of this survey is to collect initial information about how state-funded, four-year-old child development program services are being implemented across the state. All individual responses are confidential and we will report only group information for respondents in a final report to the South Carolina Education Oversight Committee, therefore individual responses will not be reported to state and local administration. We have enclosed postage-paid, addressed envelopes so that you can mail the surveys directly to us. For most questions, we ask you to read and check the appropriate response(s). In a few cases, we ask you to briefly write information about various components of your program. Thank you in advance for taking your valuable time to read and thoughtfully complete the survey. Completion of the survey will enter your name into a statewide drawing for one of five \$50 gift certificates from your choice of Amazon.com, OfficeMax or Wal-Mart.

I. Demographic and Classroom Information

Please describe yourself and the class(es) you currently teach.

1. Check your position
 _____ Early Childhood Teacher
 _____ Early Childhood Coordinator (Give title) _____
2. Total number of years of teaching experience _____
3. Gender
 _____ Female _____ Male
4. Ethnicity
 _____ African American _____ White
 _____ Asian American _____ Hispanic
 _____ American Indian _____ Other (specify) _____
5. Please list any professional organizations to which you belong.

6. Current teaching responsibility

Schedule	Number of Students
Morning session	
Afternoon session	
Full-day session	

7. Teacher's highest degree

☐ Bachelor's Degree ☐ Master's Degree +30 hours
☐ Master's Degree ☐ Doctorate
☐ Education Specialist's Degree
☐ Other (specify) _____

8. Teacher's certification (Check all that apply)

☐ Early Childhood Education ☐ Elementary Education
☐ National Board Certification ☐ Secondary Education
☐ Early Childhood Education (Add on) ☐ Not Certified
☐ Other (specify) _____

9. Teacher assistant's or paraprofessional's highest degree and certification

☐ High School Diploma or Equivalent ☐ Bachelor's Degree
☐ Child Development Associate ☐ Master's Degree
☐ Associate's Degree
☐ Other (specify) _____
☐ Certification (specify) _____
☐ Not Certified

10. Are there other paid staff in your classroom for at least 10 hours per week?

☐ yes ☐ no

If yes, what are their job responsibilities? _____

II. Funding

11. For the children currently enrolled in your four-year-old child development classroom, do you have sufficient funding to meet their school readiness needs? Please circle your response.

Not at all To a limited degree For the most part Completely

12. If you were given additional funding, please list and prioritize as many as three program services or activities you would add to your preschool.

- 1.
- 2.
- 3.

13. Do you believe you have sufficient personnel in your classroom?

_____ yes

_____ no

If no, please list any additional personnel needed and their job responsibilities.

III. School Facility

14. Do you have adequate classroom and outdoor play facilities and equipment to meet your preschool children's basic needs?

_____ yes

_____ no

If no, what additional facilities and equipment are needed?

IV. Opportunities for Professional Development

15. During this school year, please indicate the number and type of professional development activities related to Early Childhood Education in which you have participated or will participate before the end of this school year.

Total Number	Types of Professional Development Activity
	State and National Conferences
	Local and State Workshops
	School and District Inservices
	Re-certification Hours
	College Classes
	Planned formal classroom consultation on curricular issues
	Planned formal consultation on individual children's behavior and development
	Release time to observe other classrooms and teachers
	Other (specify)
	Other (specify)

16. How does your district or school support your attendance at professional development conferences? (Check all that apply)

- ☐ Pay release time to attend conferences (such as a professional day)
- ☐ Reimbursement for conference fees
- ☐ Reimbursement for travel
- ☐ Reimbursement for meals
- ☐ Other (specify) _____
- ☐ No support provided

17. For each topic, please check one of the three levels of interest in inservice training or technical assistance for the topics below. In addition, if you have other potential topics, please describe them under the “Other” category.

Topics	Priority Interest	Interest but not a Current Priority	Not an Interest at this Time
Developmentally Appropriate Practices with Preschoolers			
Working with Families of Preschoolers			
Literacy and Numeracy Activities for Preschoolers			
Assessment of Preschoolers' Learning and Development			
High Scope Curriculum			
Creative Curriculum			
Project Approach			
Montessori Curriculum			
Strategies for Working with Children with Disabilities			
Positive Guidance Strategies (such as encouraging appropriate behavior)			
Growth and Development of the Preschool Child			
Other (specify)			

V. Parental Involvement

18. If parents or adult family members are asked to be involved in your four-year-old child development program, what type of involvement occurs?

Check all that Apply	Type of Involvement
<input type="checkbox"/>	Participating in parent education or family learning activities
<input type="checkbox"/>	Making or providing materials at school
<input type="checkbox"/>	Making or providing materials at home
<input type="checkbox"/>	Assisting in the classroom and/or making classroom presentations
<input type="checkbox"/>	Assisting on field trips
<input type="checkbox"/>	Assisting in special events at school
<input type="checkbox"/>	Assisting by working in the school outside of classroom
<input type="checkbox"/>	Serving on school committees or advisory boards
<input type="checkbox"/>	Participating in Even Start Family Literacy Programs
<input type="checkbox"/>	Other (specify) _____

19. Do you typically schedule school parent/teacher conferences for each child in your classroom? (Do not include Individualized Education Programs [IEPs])

_____ yes

_____ no

If yes, what is the usual number of conferences per child per year? _____

20. Do you typically have teacher home visits for each child in your classroom?

_____ yes

_____ no

If yes, what is the usual number of home visits per child per year? _____

21. How many Individualized Education Program (IEP) conferences for children enrolled in your class do you attend each year? _____

22. Which of these methods do you use to exchange information with parents about your four-year-old child development program and the children? (Check all that apply)

_____ Newsletter

_____ Parent/Teacher communication book/folder

_____ Phone calls

_____ Other (specify) _____

_____ Notes sent home w/ children

_____ PTA meetings/Open house

_____ E-mail

VI. Child and Program Evaluation

23. How do you assess individual children's progress? (Check all that apply)

- _____ Developmental or school readiness measures
(Please specify measures)
- _____ Child social development or social competence measures
(Please specify measures)
- _____ Child emergent literacy and numeracy measures
(Please specify measures)
- _____ Formal teacher observations of child such as rating scales or
checklists
(Please specify measures)
- _____ Portfolio assessments _____ Written narratives/anedcotes
_____ Teacher made assessments _____ Work Sampling System
_____ Other (specify) _____

24. Do you collect and combine information for any of these individual child program measures to obtain an overall assessment of your classroom or program?

_____ yes

_____ no

If yes, describe how do you combine them to assess classroom or program progress?

25. Do you systematically assess other program components of your classroom? Please provide the names of the measures such as surveys, observations, checklists, and assessments you use for each component including those developed by your program. Please indicate any measures developed by your program with an asterisk (*).

Check all that Apply	Program Component	Program Measure
	Family involvement	
	Curricular implementation	
	Measurement of whole class progress	
	Parent satisfaction	
	Classroom environment	
	Teacher's or teaching assistant's performance	
	NAEYC recommended practices (DAP)	
	Other (specify)	
	Other (specify)	

VII. Public Awareness and Community Involvement

26. Who in the community volunteers in your four-year-old child development program?

Check all that Apply	Individuals from the following groups
	Community organizations
	Business partners
	Religious organizations
	Individual community members who are non-family members
	Other (specify)

VIII. Curriculum

27. What four-year-old child development curriculum do you currently implement in your classroom?

☐ High Scope
 ☐ Montessori
☐ Project Approach
 ☐ Creative Curriculum
☐ Combination (specify) _____
☐ Other (specify) _____

28. Have you had formal workshop or inservice training in these curricula? Check all that apply.

☐ High Scope
 ☐ Montessori
☐ Project Approach
 ☐ Creative Curriculum
☐ Other (specify) _____

29. List specific learning and activity centers available to children on a daily basis in your four-year-old child development classroom.

30. List in order or attach your daily four-year-old child development schedule with approximate number of minutes spent on each major activity (e.g., opening group 15 minutes, morning center timer 25 minutes).

31. Of the children enrolled in your classroom, how many also attend any of the following:

Program	Number of Children
Licensed family day care home	
Center-based child care	
Another formal preschool program (specify)	
Other (specify)	

Thank you for your participation in this survey! We appreciate you taking time to provide us with this information. By returning this survey, you will be entered into a statewide drawing for one of five \$50 gift certificates from your choice of Amazon.com, OfficeMax or Wal-Mart.